



# What Parents Should Know About Standardized Testing in Schools

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Presented by the Ocean City School District 2023-2024

# Purpose

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The purpose of this presentation is to notify and inform parents and guardians of students in the Ocean City School District of any State assessment or commercially-developed standardized assessment that will be administered over the course of the year.

State statute NJSA 18A:7C-6.6 requires that all school districts must provide parents or guardians information on any assessment that will be administered in that school year. In this presentation, you will find information on:

- The subject area of the assessment and grade levels covered by the assessment
- The date or range of potential dates for the administration of the assessment
- The time allotted for the student to take and complete the assessment
- Any accommodations or accessibility options available to students
- Information on how and when the student and his/her parent or guardian can access both sample questions and answers to the assessment and the student's results
- Whether the assessment is required by state or federal government, or both.

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# Assessment Calendar

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- **New Jersey State Graduation Proficiency Assessment (NJSGPA)**
  - Testing window for all schools (online only)
    - Online assessment: March 11 to March 15, 2024
    - Make-up assessment: March 18 to March 22, 2024
    - ELA and Math Grade 11 (180 minutes per subject)
      - Fall administration window for Seniors that did not meet requirements the period year: October 10-20, 2023
- **Advanced Placement Exams**
  - May 6-17, 2024 (determined by course and approximately 3 hours)
  - <https://apcentral.collegeboard.org/exam-administration-ordering-scores/exam-dates>

# Assessment Calendar

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- **NJSLA (Required by State and Federal Governments)**
  - Testing window for all schools
    - Online assessment: April 29-May 31, 2024
    - Paper assessment: April 29-May 31, 2024
      - \*paper assessment is only available for students with special needs
  - \*ELA: Grades 3-9 (approximately 3 hours)
  - \*Math: Grades 3-8, Algebra I, Geometry and Algebra II (approximately 3 hours)
  
- **NJSLS-Science (5<sup>th</sup>, 8<sup>th</sup> and 11<sup>th</sup> Grades-Required by State)**
  - Testing window for all schools
    - Online assessment: April 29-May 31, 2024
    - Paper assessment: April 29-May 31, 2024
      - \*paper assessment is only available for students with special needs
  - \*5<sup>th</sup> and 8<sup>th</sup> Grades-approximately 3 hours/11<sup>th</sup> grade approximately 4 hours

# Assessment Calendar

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- **NAEP 2024: National Assessment of Education Progress**  
(Required by State & Federal Governments)
  - Schools are randomly chosen & 2024 participation is TBD by NJDOE.
  - <https://www.nj.gov/education/assessment/naep/>
- **WIDA: Access 2.0 For English as a Second Language students**  
(Required by State & Federal Governments)
  - Test Window February 5-March 29, 2024 (approximately 3 hours)
- **NWEA MAP Test K-8 & NWEA Reading Fluency Test K-2**
  - Fall Administration: September/October
  - Winter Administration: December/January (optional)
  - Spring Administration: April/May
    - Reading (approximately 45 minutes)
    - Fluency (approximately 20 minutes)
    - Math (approximately 45 minutes)
- **PSAT testing held at Ocean City High School**
  - October 11, 2024 (approximately 2 hours and 45 minutes)

For more information on other College Bound Testing such as the SAT 1, SAT Subject Tests, ACT, ASVAB, etc., please visit <https://oceancityschools.org/highschool/cbtesting>

# Additional Information

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‘Testing times’ mentioned on previous slides are the maximum amount of time allotted to students to complete the assessment. Most students finish well in advance of the allotted time.

The testing window is the period in which districts administer the NJSLA-English Language Arts and Mathematics, NJSLs-Science, or WIDA Access 2.0 (English as a Second Language Assessment); it is not the actual number of days it takes a student to test. School districts can choose which days within the testing windows that it wants to assess students. More information will be coming from the building principals with a testing schedule as we get closer to the open window.

Testing results become available to the district at different points in time and are controlled by the vendor contracted by the New Jersey Department of Education to write, administer and grade each exam. The district will send out reports to parents as soon as possible. Please contact the district for further information about expected timelines for any of the exams.

# Accommodations

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Please consult with your guidance counselor or case manager for accommodations that might be available to you for specific test. For more information on accommodations, please visit the links below.

NJDOE: <https://www.nj.gov/education/assessment/requirements/SpecialStudentPopulations.shtml>

NJSLA/NJSLS:/Start Strong [https://nj.mypearsonsupport.com/resources/test-administration-resource/NJSLA\\_NJGPA\\_Accessibility\\_Features\\_and\\_Accommodations\\_10th\\_Edition.pdf](https://nj.mypearsonsupport.com/resources/test-administration-resource/NJSLA_NJGPA_Accessibility_Features_and_Accommodations_10th_Edition.pdf)

WIDA Access 2.0: <https://wida.wisc.edu/assess/access/tests/online>

NWEA MAP: <https://www.nwea.org/accommodations-accessibility/>

PSAT: <https://www.collegeboard.org/students-with-disabilities/after-approval/taking-psat-nmsqt-psat-10-accommodations>

SAT: <https://collegereadiness.collegeboard.org/sat/register/special-circumstances/students-with-disabilities>

College Board: <https://apstudent.collegeboard.org/takingtheexam/testing-accommodations>

APA DLM: <https://dynamiclearningmaps.org/newjersey>



# Top 10 Test Taking Tips for Parents

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- **Tip #1** : Make attendance a priority, especially on days that you know standardized testing will be administered or there is a test in the classroom. It is vital for your child to be in school as many days as possible.
- **Tip #2**: Make a note of test days on the calendar -- from spelling quizzes to state assessments. That way both you and your child know what's coming and will be prepared.
- **Tip #3**: Look over your child's homework daily and check for understanding. Subjects like science, social studies, and math often have cumulative exams at the end of units or chapters. If your child is struggling with something now, it won't be easy for them to have time to try to learn it again just before the test.
- **Tip #4**: Avoid pressuring your child and provide them with encouragement. Being afraid of your reaction to a bad test grade can increase anxiety, which makes careless mistakes more likely. Test anxiety is normal-keep it positive!
- **Tip #5**: Confirm that your child will be receiving any pre-determined accommodations during tests. These accommodations are detailed in their IEP or 504 plan (if applicable).

# Top 10 Test Taking Tips for Parents

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- **Tip #6:** Set a reasonable bedtime and stick to it. Many parents underestimate the importance of a rested mind and body. Tired children have difficulty focusing and are easily flustered by challenges. Sleep is food for the mind!
- **Tip #7:** Make sure your child has enough time to wake up fully before they have to go to school. Just as rest is important, so is having enough time to get their brain engaged and in gear. If the test is first thing in the morning, they can't afford to spend the first hour of school groggy and unfocused.
- **Tip #8:** Provide a high-protein, healthy, low-sugar breakfast for your child. Kids learn better on full stomachs, but if their stomachs are full of sugary, heavy foods that will make them sleepy or slightly queasy, it's not much better than an empty stomach.
- **Tip #9:** Talk to your child about how the test went, what they did well, and what they would have done differently. Think of it as a mini-debriefing or brainstorming session. You can talk about test-taking strategies after the fact as easily as beforehand.
- **Tip #10:** Go over the test with your child when he gets it back or when you receive the scores. Together you can look at any mistakes they made and correct them, so they know the information for the next test. After all, just because the test is done doesn't mean they can forget everything they learned!

# Top 10 Test Taking Tips for Students

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- **Tip #1. Have a Positive Attitude:** Approach the big test as you'd approach a giant jigsaw puzzle. It might be tough, but you can do it! A positive attitude goes a long way toward success.
- **Tip #2. Make a Plan:** The week before the test, ask your teacher what the test is going to cover. Is it from the textbook only? Class notes? Can you use your calculator? If you've been absent, talk to friends about material you may have missed. Make a list of the most important topics to be covered and use that as a guide when you study. Circle items that you know will require extra time. Be sure to plan extra time to study the most challenging topics.
- **Tip #3. The Night Before:** Cramming doesn't work. If you've followed a study plan, the night before the test you should do a quick review and get to bed early. Remember, your brain and body need sleep to function well, so don't stay up late!
- **Tip #4. The Morning of the Test:** Did you know that you think better when you have a full stomach? So don't skip breakfast the morning of the test. Get to school early and do a ten-minute power study right before the test, so your brain is turned on and tuned up.
- **Tip #5. Test Time:** Before the test begins, make sure you have everything you'll need - scratch paper, extra pencils, your calculator (if you're allowed to use it). Understand how the test is scored: Do you lose points for incorrect answers? Or is it better to make guesses when you're not sure of the answer? Read the instructions! You want to make sure you are marking answers correctly.

# Top 10 Test Taking Tips for Students

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- **Tip #6. Manage Your Time:** Scan through the test quickly before starting. Answering the easy questions first can be a time saver and a confidence builder. Plus, it saves more time in the end for you to focus on the hard stuff.
- **Tip #7. I'm Stuck!** Those tricky problems can knock you off balance. Don't get worried or frustrated. Reread the question to make sure you understand it and then try to solve it the best way you know how. If you're still stuck, flag it and move on. You can come back to it later. What if you have no idea about the answer? Review your options and make the best guess you can.
- **Tip #8. Multiple-Choice Questions:** Process of elimination can help you choose the correct answer in a multiple-choice question. Start by crossing off the answers that couldn't be right. Then spend your time focusing on the possible correct choices before selecting your answer.
- **Tip #9. Neatness Counts:** If your 4s look like 9s, it could be a problem. Be sure that your writing is legible and that you erase your mistakes. For machine-scored tests, fill in the spaces carefully.
- **Tip #10. I'm Done!** Not so fast - when you complete the last item on the test, remember that you're not done yet. First, check the clock and go back to review your answers, making sure that you didn't make any careless mistakes (such as putting the right answer in the wrong place or skipping a question). Spend the last remaining minutes going over the hardest problems before you turn in your test.



## New Jersey Student Learning Assessment

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# New Jersey State Assessments

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Governor Murphy tasked the NJ Department of Education (NJDOE) with transitioning toward a new generation of statewide assessment. Making the transition in phases ensures a smooth implementation in schools across the state and assures compliance with current state and federal mandates. Consequently, the NJDOE is recommending short term changes, now, with plans to further engage stakeholders throughout the 2018-2019 school year on longer term proposals.

To start the process, in May and June, the NJDOE logged more than 5,700 miles visiting New Jersey's 21 counties, holding 75 collaboratives and meetings in schools and at the DOE with students, parents and educators. Online webinars and a dedicated email address also were provided for interested parties that were unable to attend in-person.

On July 10, 2018, the NJDOE issued an Assessment Outreach Report, which summarizes what was heard and describes short and long-term changes to advance a transition to the next generation assessment.

## **New Jersey State Assessments History**

New Jersey has administered statewide assessments [since the 1970s](#), and over the years the testing program has evolved. It began as a measure of basic skills, and after 1996 it has assessed the state's academic standards. In 2002, after the federal government enacted the *No Child Left Behind Act*, every state was required to test students in mathematics and English language arts (ELA) in grades 3 through 8 and at least once in high school. That mandate is still in effect under the *Every Student Succeeds Act of 2015*.

# NJSLA/NJGPA Requirements

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The Every Student Succeeds Act of 2015 requires schools with students in grades three through twelve to demonstrate Adequate Yearly Progress (AYP). In order to make AYP, a school must ensure that assessments have been taken by at least ninety-five percent (95%) of the total population and of enrolled students in each subgroup, i.e., special education, English language learners, low income, race/ethnicity. Federal funding of key education programs is dependent upon districts meeting this requirement.

In compliance with this federal requirement, N.J.S.A. 18A:7C-1 requires the Commissioner of Education (Commissioner), with approval of the State Board of Education, to establish a program of standards for graduation from secondary school, and such a program shall include, “[t]he development of a Statewide assessment test in reading, writing, and computational skills to be administered to all secondary school pupils...” In addition, N.J.A.C. 6A:8-4.1(a) and (b) provides, “[t]he Commissioner...may implement assessment of student achievement in the State’s public schools in any grade(s) and by such assessments as he or she deems appropriate,” and the Commissioner “...shall define the scope and level of student performance on Statewide assessments that demonstrate thorough understanding of the knowledge and skills delineated by the CCCS at grade levels three through 12.” Subsection (c) further states that district boards of education “shall, according to a schedule prescribed by the Commissioner, administer the applicable Statewide assessments,” and subsection (d) confirms that “all students at grade levels three through 12, and at any other grade(s) designated by the Commissioner...shall take appropriate Statewide assessments as scheduled.”

In accordance with the above, State law and regulations require all students to take State assessments.

# Graduation Requirements Classes of 2024 and 2025

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## **English Language Arts and Literacy (ELA)**

If, after completing the New Jersey Graduation Proficiency Assessment in grade 11, students did not demonstrate proficiency by passing the ELA component, such students may access the following pathways:

**Second Pathway:** By meeting the designated cut score on a substitute competency test such as other high school-level NJSLA/PARCC assessments, the SAT, ACT, or ACCUPLACER; or

**Third Pathway:** By submitting, through the district, a student portfolio appeal to the New Jersey Department of Education.

## **Mathematics**

If, after completing the required New Jersey Graduation Proficiency Assessment in grade 11, students did not demonstrate proficiency by passing the mathematics component, such students may access the following pathways:

**Second Pathway:** By meeting the designated cut score on a substitute competency test such as other high school-level NJSLA/PARCC assessments, the SAT, ACT, or ACCUPLACER; or

**Third Pathway:** By submitting, through the district, a student portfolio appeal to the New Jersey Department of

Note: Special Education students, whose Individualized Education Plans (IEPs) specify an alternative way to demonstrate proficiencies, will continue to follow the graduation assessment requirements set forth in their IEPs.

[https://www.nj.gov/education/assessment/requirements/2023\\_2025.shtml](https://www.nj.gov/education/assessment/requirements/2023_2025.shtml)



# NJSLA Science

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The New Jersey Student Learning Assessment-Science is the state science test for New Jersey public school students in grade 5, grade 8, and grade 11. The assessment measures student proficiency with the New Jersey Student Learning Standards for Science (NJSLS-S).

These tests replaced the NJASK Science Exams (4<sup>th</sup> and 8<sup>th</sup> grades) and the NJBCT (Biology) Exam and were administered for the first time as field tests in 2017-18 to all 5<sup>th</sup>, 8<sup>th</sup> and 11<sup>th</sup> grade students.

NJSLA-S measures student proficiency with the New Jersey Student Learning Standards for Science. The science standards require assessment tasks that examine students' performance of scientific and engineering practices in the context of crosscutting concepts and disciplinary core ideas. The three-dimensional nature of the standards requires more complex assessment items and tasks. The NJSLA are only one component of a system of assessments that provide evidence about student learning. The data collected from the NJSLA-S, students' interactions with teachers on a daily basis, and their subsequent performance on teacher and district developed assessments combine to provide a clear and well-rounded picture of students' achievement.

# NJSLA/NJGPA Resources

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New Jersey Department of Education: <https://www.nj.gov/education/assessment/>

NJSLA Resource Center website: <https://nj.mypearsonsupport.com/>

Parent resources: <https://www.nj.gov/education/parents/performance.htm>  
<https://resources.newmeridiancorp.org/>

Practice tests (ELA/math): <https://nj.mypearsonsupport.com/practice-tests/>

Practice Tests (Science): <http://measinc-nj-science.com/>

Understand the score: <http://understandthescore.org/>

New Jersey Parent Portal: <https://nj-results.pearsonaccessnext.com/>



# Sample NJSLA Questions

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**Literary Analysis Task (Grade 10):**  
Ovid's "Daedalus and Icarus" and  
Sexton's "To a Friend Whose Work Has Come to Triumph"

# Questions Worth Answering

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## Grade 10 Prose Constructed-Response Item

Use what you have learned from reading “Daedalus and Icarus” by Ovid and “To a Friend Whose Work Has Come to Triumph” by Anne Sexton to write an essay that provides an analysis of how Sexton transforms Daedalus and Icarus.

As a starting point, you may want to consider what is emphasized, absent, or different in the two texts, but feel free to develop your own focus for analysis.

Develop your essay by providing textual evidence from both texts. Be sure to follow the conventions of standard English.

# EBSR Item-Grade 10

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## Part A

Which of the following sentences best states an important theme about human behavior as described in Ovid's "Daedalus and Icarus"?

- a. Striving to achieve one's dreams is a worthwhile endeavor.
- b. The thoughtlessness of youth can have tragic results.\*
- c. Imagination and creativity bring their own rewards.
- d. Everyone should learn from his or her mistakes.

## Part B

Select three pieces of evidence from Ovid's "Daedalus and Icarus" that support the answer to Part A.

- a. "and by his playfulness retard the work/his anxious father planned" (lines 310-311)\*
- b. "But when at last/the father finished it, he poised himself" (lines 312-313)
- c. "he fitted on his son the plumed wings/ with trembling hands, while down his withered cheeks/the tears were falling" (lines 327-329)
- d. "Proud of his success/the foolish Icarus forsook his guide" (lines 348-349)\*
- e. "and, bold in vanity, began to soar/rising above his wings to touch the skies" (lines 350-351)\*
- f. "and as the years went by the gifted youth/began to rival his instructor's art" (lines 376-377)
- g. "Wherefore Daedalus/enraged and envious, sought to slay the youth" (lines 384-385)
- h. "The Partridge hides/in shaded places by the leafy trees...for it is mindful of its former fall" (lines 395-396, 399)



## **Research Simulation Task (Grade 7):**

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### Amelia Earhart's Disappearance

# Questions Worth Answering

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## Grade 7 Analytical Prose Constructed-Response

### Item #1

Based on the information in the text “Biography of Amelia Earhart,” write an essay that summarizes and explains the challenges Earhart faced throughout her life. Remember to use textual evidence to support your ideas.



# PCR Item-Grade 7

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You have read three texts describing Amelia Earhart. All three include the claim that Earhart was a brave, courageous person. The three texts are:

- “Biography of Amelia Earhart”
- “Earhart's Final Resting Place Believed Found”
- “Amelia Earhart’s Life and Disappearance”

Consider the argument each author uses to demonstrate Earhart’s bravery.

Write an essay that analyzes the strength of the arguments about Earhart’s bravery in at least two of the texts. Remember to use textual evidence to support your ideas.

# PTECR Item-Grade 7



Below are three claims that one could make based on the article “Earhart’s Final Resting Place Believed Found.”

<b>Claims</b>	Earhart and Noonan lived as castaways on Nikumaroro Island.
	Earhart and Noonan’s plane crashed into the Pacific Ocean.
	People don’t really know where Earhart and Noonan died.

## Part A

● Highlight the claim that is supported by the most relevant and sufficient facts within “Earhart’s Final Resting Place Believed Found.”

## Part B

● Click on two facts within the article that best provide evidence to support the claim selected in Part A.



## How Animals Live (Grade 3)

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# EBSC Item-Grade 3

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## Part A

What is one main idea of “How Animals Live?”

There are many types of animals on the planet.

Animals need water to live.

There are many ways to sort different animals.

Animals begin their life cycles in different forms.

## Part B

Which sentence from the article best supports the answer to Part A?

“Animals get oxygen from air or water.”

"Animals can be grouped by their traits.”

"Worms are invertebrates.”

"All animals grow and change over time.”

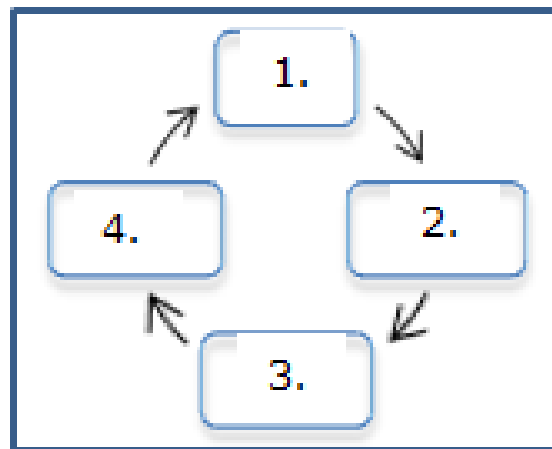
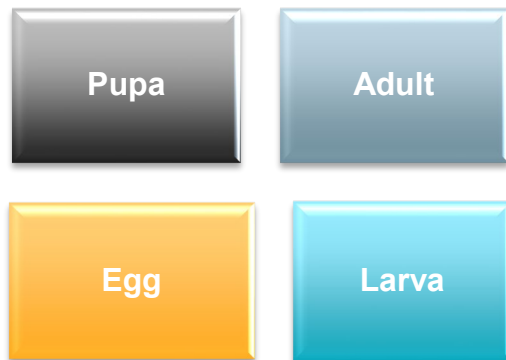
"Almost all animals need water, food, oxygen, and shelter to live."

# TECR Item-Grade 3



Drag the words from the word box into the correct locations on the graphic to show the life cycle of a butterfly as described in “How Animals Live.”

Words:



# PTECR Item-Grade 7



Below are three claims that one could make based on the article “Earhart’s Final Resting Place Believed Found.”

<b>Claims</b>	Earhart and Noonan lived as castaways on Nikumaroro Island.
	Earhart and Noonan’s plane crashed into the Pacific Ocean.
	People don’t really know where Earhart and Noonan died.

## Part A

● Highlight the claim that is supported by the most relevant and sufficient facts within “Earhart’s Final Resting Place Believed Found.”

## Part B

● Click on two facts within the article that best provide evidence to support the claim selected in Part A.



## **Mathematics Task (Grade 10)**

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### Isabella's Credit Card



# Isabella's Credit Card – Part A

Isabella owes a balance of \$300 on her credit card. She has stopped making purchases with the card, and she plans to make a \$40 payment each month until her debt is paid and her credit card balance is \$0. The monthly rate is 1.5%, and interest is added each month to the balance that remains.

Consider the spreadsheet. In a spreadsheet, each entry (cell) is referred to by its column letter and row number. For example, 260.00 is the entry in cell D2 of this spreadsheet.

	A	B	C	D	E
1	Month	Amount owed (\$)	Monthly payment (\$)	Remaining amount owed after payment (\$)	Amount owed after 1.5% interest charge (\$)
2	1	300.00	40.00	260.00	263.90
3	2	263.90	40.00		

A3	B3	C3	D3	E3	0.015	1.015	×	÷	+	-
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Drag the tiles to write a formula to find the value of cell D3.

D3 =

Drag the tiles to write a formula to find the value of cell E3.

E3 =

Submit Answer





# Isabella's Credit Card – Part B

Isabella owes a balance of \$300 on her credit card. She has stopped making purchases with the card, and she plans to make a \$40 payment each month until her debt is paid and her credit card balance is \$0. The monthly rate is 1.5%, and interest is added each month to the balance that remains.

Fill in the blanks with values to correctly complete the spreadsheet. Use dollar amounts written as decimals rounded to the nearest cent.

	A	B	C	D	E
1	Month	Amount owed (\$)	Monthly payment (\$)	Remaining amount owed after payment (\$)	Amount owed after 1.5% interest charge(\$)
2	1	300.00	40.00	260.00	263.90
3	2	263.90	40.00		
4	3		40.00		

Submit Answer

# Isabella's Credit Card – Part C



Isabella owes a balance of \$300 on her credit card. She has stopped making purchases with the card, and she plans to make a \$40 payment each month until her debt is paid and her credit card balance is \$0. The monthly rate is 1.5%, and interest is added each month to the balance that remains.

Fill in the blanks based on your calculations. Use dollar amounts written as decimals rounded to the nearest cent.

At the end of the sixth month, how much will Isabella still owe on the credit card?

\$

Isabella will finish paying off her credit card debt in  months.

What is the amount of Isabella's last payment?

\$

Submit Answer



# **Mathematics Task (Grade 7)**

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## TV Sales

# TV Sales – Part A



A store is advertising a sale with 10% off all items in the store. Sales tax is 5%.

A 32-inch television is regularly priced at \$295.00. What is the total price of the television, including sales tax, if it was purchased on sale? Fill in the blank to complete the sentence. Round your answer to the nearest cent.



The total cost of the television is \$  .

# TV Sales – Part B



Here is Adam's process for finding the total cost for any item in the store.

- Take 10% off the original price.
- Then, add the sales tax to the discounted price.

Adam represents his process as:

$$T = \underbrace{0.9p}_{\text{sale price}} + \underbrace{0.05(0.9p)}_{\text{sales tax}}$$

Here is Brandi's process for finding the total cost for any item in the store.

- Determine the original price of the item, including sales tax.
- Then, take 10% off.

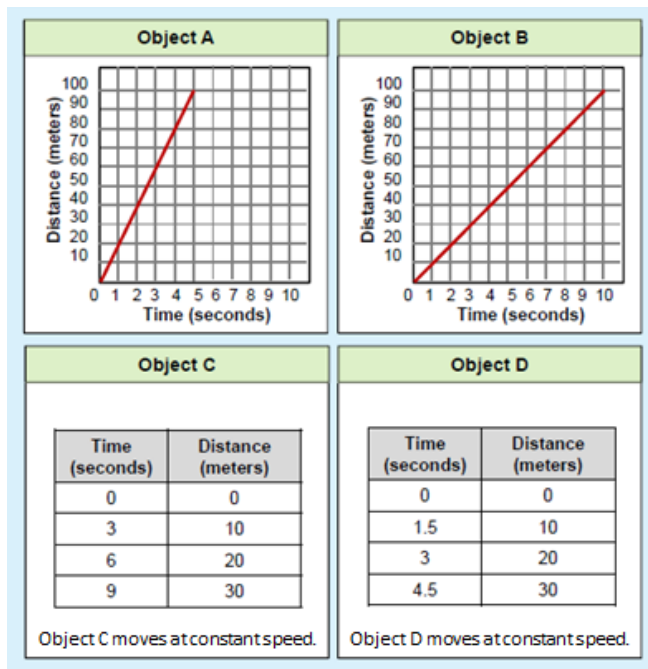
Brandi represents her process as:

$$T = \underbrace{1.05p}_{\text{T.V. price plus tax}} - \underbrace{0.10(1.05p)}_{\text{10\% off discount}}$$

In both equations,  $T$  represents the total cost of the television and  $p$  represents the regular price.

Are they both correct? Use the properties of operations to justify your answer.

# TV Sales – Part C



The speed of an object is defined as the change in distance divided by the change in time.

Information about objects A, B, C and D are shown in the graphs and tables.

Based on the information given, drag and drop the object names in order from greatest speed to least speed in the table provided.

Object A	<div>Greatest Speed</div> <div>↓</div> <div>Least Speed</div>	
Object B		
Object C		
Object D		



# **Mathematics Task (Grade 4)**

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## Stadium Seating

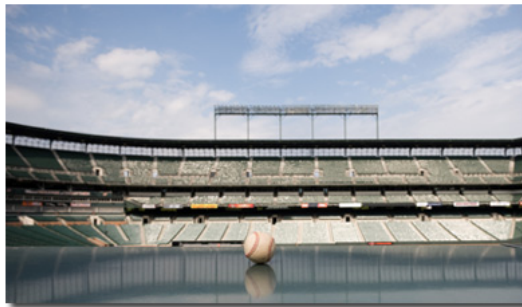
# Stadium Seating – Part A



## Numbers of stadium seats (grade 4)

◀ About the task CCSSM Alignment **Part a** Part b Part c Scoring ▶

Baseball stadiums have different numbers of seats. Drag the tiles to arrange the stadiums from least to greatest number of seats.



San Francisco  
Giants' stadium:  
41,915 seats

Washington  
Nationals' stadium:  
41,888 seats

San Diego  
Padres' stadium:  
42,445 seats

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Submit Answer



# Stadium Seating – Part B



Write your answer to the following problem in your answer booklet.

San Francisco  
Giants' stadium:  
41,915 seats

Washington  
Nationals' stadium:  
41,888 seats

San Diego  
Padres' stadium:  
42,445 seats

Compare these statements from two students.

Jeff said, "I get the same number when I round all three numbers of seats in these stadiums."

Sara said, "When I round them, I get the same number for two of the stadiums but a *different* number for the other stadium."

Can Jeff and Sara both be correct? Explain how you know.

# Stadium Seating – Part C

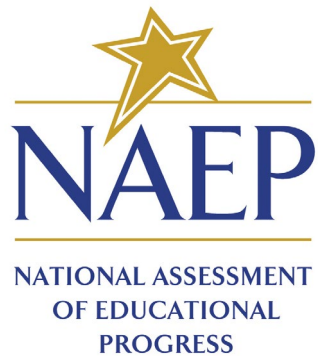


Write your answer to the following problem in your answer booklet.

When rounded to the nearest hundred, the number of seats in Aces Baseball Stadium is 9,100.

What is the greatest number of seats that could be in this stadium? Explain how you know.







The [National Assessment of Educational Progress](#) (NAEP) is the only nationally representative and continuing assessment of what American students know and can do in various academic subjects in grades 4, 8, and 12. Authorized and funded by Congress, it is commonly known as the [Nation's Report Card](#). Its surveys have been conducted on a national sample basis since 1969 in reading, mathematics, science, writing, history, geography, and other elementary and secondary school subjects. NAEP state-by-state assessments – also based on a representative sample of schools – began in 1990. Starting in 2002, NAEP also conducts the [Trial Urban District Assessment](#) (TUDA) to study the feasibility of district-level reporting as a component of the NAEP program.

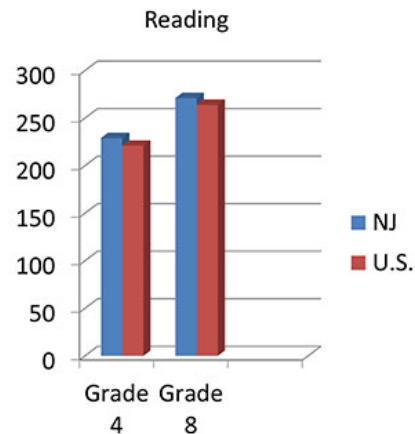
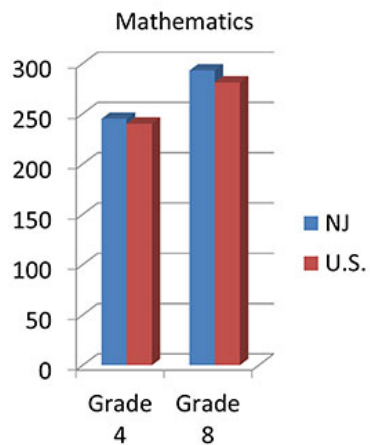
Since 1982, the NAEP [High School Transcript Study](#) has been undertaken in conjunction with the national NAEP to examine the changes in high school course offerings and student course-taking over time. A key feature of this special NAEP study is to examine the relationship between the courses selected by twelfth-grade students and their performance on NAEP. NAEP's national samples include both public and private schools. In contrast, the NAEP biennial state-by-state and TUDA samples are of public schools only. Under P.L. 107-110, the [No Child Left Behind](#) (NCLB) Act of 2001, all states accepting Title I funds are required to participate in NAEP reading and mathematics assessments in the fourth and eighth grades, starting in 2003. However, student participation and parental consent remains voluntary for all NAEP assessments.

The [National Assessment Governing Board](#), sets policy and provides oversight of NAEP. The [National Center for Education Statistics](#) is responsible for administering the project.

Since 1969, NAEP has produced more than 200 reports in 11 instructional areas.

By making objective information on student performance available to policymakers at the national, state, and local levels, NAEP is an important part of our nation's evaluation of the condition and progress of education

## New Jersey Students Score Higher than the Nation in Mathematics and Reading at Both Grades





The [NAEP Data Explorer](#) (NDE) - access the rich and dynamic NAEP database to create tables and graphs.

The [NAEP Comparison Tool](#) (NCT) - compare state performance by various demographic groups. See [Quick Reference Guide](#) for help with the system.

The [NAEP Questions Tool](#) (NQT) - search, sort and print over 2000 sample NAEP items. See [tutorial](#) and the [Quick Reference Guide](#) to learn about the NQT. A help button is on every page.

The [State Profiles](#) - view the NAEP performance results and demographics for each state.



# MAP



Measures of  
Academic Progress

map  
GROWTH

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map Reading Fluency

# What are MAP and Fluency Tests?

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**Measures of Academic Progress:** State-aligned computerized *adaptive tests* that accurately reflect the **instructional level** of each student and **measure growth over time**. This test provides the **instructional level of the student**.

MAP Reading Fluency is an online adaptive reading assessment for students in grades PK-5 who are learning to read. It measures foundational reading skills, with an emphasis on oral fluency. Students read aloud into the computer or iPad using a headset-mounted microphone. Patented speech scoring software scores the oral reading samples and teachers get detailed information about student performance in terms of words-correct-per-minute, decoding accuracy, and passage comprehension. Pre-readers are assessed on early literacy skills including letter knowledge, phonics, phonemic awareness, listening comprehension, and picture vocabulary. In addition to this important data, this tool can help us screen for the possibility of dyslexia.



# What are MAP and Fluency Tests?

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For more information about MAP Growth, including sample tests, please go to

<https://www.nwea.org/family-toolkit>

<https://studentresources.nwea.org>

<https://practice.mapnwea.org/#/practice-landing>

For more information about MAP Reading Fluency, please go to

<https://www.nwea.org/resource-center/resource/map-reading-fluency-student-experience/>



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## **College Bound Testing**

## **Ocean City High School**

# College Bound Testing

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The OCHS Guidance Website is loaded with tools to help with college bound testing and anything else you could possibly need for continuing your education.

- College and Career Planning
- College Bound Testing
- Program of Studies
- Employment Opportunities/Working Papers
- Financial Aid
- Post Secondary Planning
- Study Skills/Prep
- Naviance

The section on College Bound Testing has the latest information for PSAT, SAT and ACT, SAT and ACT Subject Tests, AP Exams, and ASVAB Testing.

# Old PSAT vs New PSAT



## Comparison of Test Length and Timing: Current and Redesigned PSAT/NMSQT

Current PSAT/NMSQT			Redesigned PSAT/NMSQT		
Component	Time Allotted (min.)	# of Questions/ Tasks	Component	Time Allotted (min.)	# of Questions/ Tasks
<b>Critical Reading</b>	50	48	<b>Reading</b>	60	47
<b>Writing</b>	30	39	<b>Writing and Language</b>	35	44
<b>Mathematics</b>	50	38	<b>Math</b>	70	47
<b>Total</b>	130	125	<b>Total</b>	165	138

# College Bound Testing

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- The SAT – [www.collegeboard.com](http://www.collegeboard.com)
  - \$60
  - CHANGED IN SPRING 2016 - back to 1600 scoring
    - 2 areas – 1) Reading/writing combined and 2) Math
- The ACT – [www.actstudent.org](http://www.actstudent.org)
  - \$68 (\$93 with the essay portion)
  - Scored 1-36 – scores provided for Math, Reading, Science and English with overall composite score

# College Bound Testing

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## Tips and Highlights

- Scores must be sent directly to the colleges by the students through their online accounts.
- Students can pick which scores to send after viewing both the SAT and ACT.
- Some colleges are going to the optional score reporting for admissions and just using the academic record – WILL BE IMPORTANT FOR MONEY!
- Best preparation is still taking the most rigorous academic schedule a student can handle with success.

# AP Courses and Testing

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Please see our program of studies for current course offerings.

<https://oceancityschools.org/highschool/programsofstudy>

National end-of-course testing dates and times during the first two weeks of May:

<https://apcentral.collegeboard.org/courses/exam-dates-and-fees>

\$98 per test – family/student pays

Scored on a 1-5 scale with 3 considered passing but 4s and 5s are required for college credit at most schools

# Dual Enrollment

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Please see our program of studies for current course offerings.

<https://oceancityschools.org/highschool/programsofstudy>

Fees and requirements are determined by the institution associated with the dual credit. Please contact the College and Career Counselor for more information or visit

<https://oceancityschools.org/highschool/collegecareerplanning>





# WIDA ACCESS 2.0 for ELLs

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In 2016, the WIDA Consortium began the administration of the annual summative assessment, [ACCESS for ELLs 2.0](#).

ACCESS for ELLs 2.0 is a secure large-scale English language proficiency assessment administered to Kindergarten through 12th-grade students who have been identified as English language learners (ELLs). It is given annually in WIDA Consortium member states to monitor students' progress in acquiring academic English. ACCESS for ELLs 2.0 is only available to Consortium member states.

ACCESS for ELLs 2.0 is aligned with the WIDA English Language Development Standards and assesses each of the four language domains of Listening, Speaking, Reading, and Writing.

# Purpose and Use of ACCESS 2.0

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Helps students and families understand students' current level of English language proficiency along the developmental continuum.

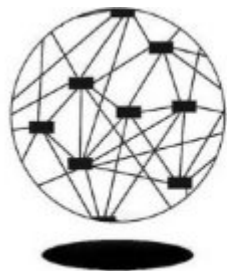
Serves as one of the multiple measures used to determine whether students are prepared to exit English language support programs.

Generates information that assists in determining whether ELLs have attained the language proficiency needed to participate meaningfully in content area classrooms without program support.

Provides teachers with information they can subsequently use to enhance instruction and learning in programs for their English language learners.

Provides districts with information that will help them evaluate the effectiveness of their ESL/bilingual programs.

Meets, and exceeds, federal requirements for the monitoring and reporting of ELLs' progress toward English language proficiency.



**DYNAMIC**  
LEARNING MAPS

# Dynamain Learning Maps: Alternate Assessment

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The alternate assessment for students with the most significant intellectual disabilities in English Language Arts, Mathematics, and Science is called the Dynamic Learning Maps (DLM).

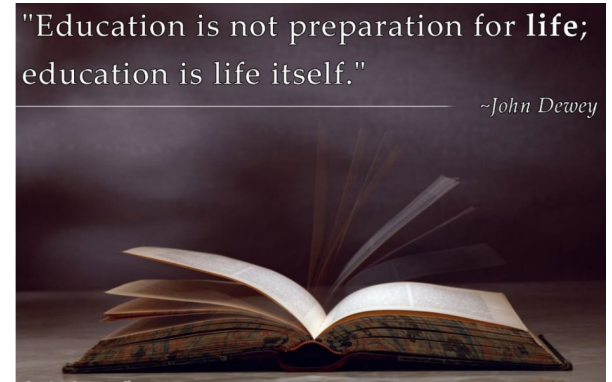
Enables IEP Team to document academic growth

Supplies the IEP Team with information to celebrate successes

Used to gauge student progress in relation to state academic standards

<https://dynamiclearningmaps.org/newjersey>

<https://www.nj.gov/education/assessment/dlm>



For more information, please do not hesitate to contact your child's school.

Ocean City High School: 609-399-1290

Ocean City Intermediate School: 609-399-5611

Ocean City Primary School: 609-399-3191